Belmont State School
Queensland State School Reporting
2015 School Annual Report

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Principal's foreword

Introduction

In 2015, Belmont State School continued its tradition of high standards and high expectations, delivering quality education to students in the eastern suburbs of Brisbane. Student achievement and improvement is the driving focus of staff and school efforts.

Belmont State School became one of the first _Independent Public Schools (IPS)_ in Queensland in 2013 and since then the school and community continue to work together to achieve the best for each and every learner, taking advantage of the flexibility, increased autonomy and local decision making available through this initiative. At Belmont State School, IPS could really be considered to stand for "Innovation", "Peformance" and, most importantly, "Students".

I am very proud to be the Principal of this great school and am equally proud of the hard work, efforts and achievements of our staff, students, parents and school community. This School Annual Report provides information about Belmont State School's activities, performance and achievements during the 2015 school year and provides data across the following key areas:

- **School progress towards its goals in 2015**

- **Future outlook**

- **Our School at a Glance** (including: School Profile; Characteristics of the student body; Curriculum offerings; How Information and Communication Technologies are used to assist learning; Social climate; Parent, student and staff satisfaction with the school; Involving parents in their child's education; Reducing the school's environmental footprint)

- **Our staff profile**

- **Performance of our students**

School progress towards its goals in 2015

Belmont State School continued to realise our motto of "Strive to Excel" in 2015 – a year of significant achievement for our school. Throughout the year, our school undertook a _Quadrennial School Review_, comprehensively reflecting on the previous four years and School Strategic Plan 2012-2015. This review included involvement in a _Full School Review_ process, conducted by the _School Improvement Unit_, which when combined with school and community information/forums all contributed to the development of our **2020 Vision** – Belmont State School's Strategic Plan for 2016-2019. The year long process provided our school with opportunities to celebrate our achievements and plan improvements for an even brighter future.

One significant highlight in 2015 was our school's performance in Reading, the focus of our *Explicit Improvement Agenda*. In both Year 3 and Year 5 NAPLAN, our school's *Mean Scale Score* for Reading was well above the state, the nation and our own results from 2014. In this same focus areas of Reading, our school's *Upper 2 Bands* (a measure of high level achievement) percentages were our highest ever percentages in both Year 3 and Year 5 in the eight year history of NAPLAN. We set high targets in NAPLAN in terms of Reading and it was both pleasing and rewarding to see the efforts of our students and staff translate into the achievement (and beyond) of these targets:

Reading	% of students achieving National Minimum Standards			% of students placed in the Upper 2 Bands		
	2014 achievement	2015 target	**2015 achievement**	2014 achievement	2015 target	**2015 achievement**
Year 3	93.2%	100%	**98%**	50.8%	60%	**62.9%**
Year 5	97.1%	100%	**100%**	38.8%	48%	**52.4%**

While these are results that we can all be very, very proud of, at Belmont State School we strive to ensure balance, context and purpose are given to learning and the focus is on the "whole child". Opportunities are provided for, nurtured and valued across the "pillars" of education: Academic; Arts; Community; Cultural; Sporting and Wellbeing. In summarising our progress against these pillars in 2015, it is exciting to note some of the following highlights:

- Vivaldi String Ensemble receiving a well deserved and highly coveted "platinum" award at MusicFest;

- Reinvigoration of the Positive Behaviour for Learning (PBL) program, including a trial to ensure positive behaviour is recognised and rewarded, leading to a stronger and more supportive learning community;

- A return to involvement in interschool sporting competitions for students from Years 4, 5 and 6;

- Introduction of the KidsMatter Framework to support and promote a whole school approach to Wellbeing.

Belmont State School students continued to be encouraged and challenged to take calculated risks in their learning, set personal goals and learn from mistakes. Our school ensures excellence, success and achievement is acknowledged and celebrated at all levels.

Belmont State School staff continued to work to build sustained improvement in the learning of all students. In 2015, significant work was undertaken in refining the staff coaching and feedback program to better enhance and support teacher skills and capabilities. A *Professional Learning Communities* model was utilised throughout the year to collaboratively collect, analyse and respond to data to maximise student improvement. Our school sought to further develop teacher knowledge and the consistency in delivery of school priorities through the implementation of both the Pedagogical and Reading Frameworks.

Future outlook

Belmont State School's *2020 Vision* has a clear and intended focus on learners and their futures. Our vision is simple, but compelling: **Inspired. Innovative. Informed.** Our three priorties for school improvement over the next four years also utilise the "I" theme (seen to be both student centred and futures focused):

- I Am Critical and Creative

- I Am Me

- I Am Connected

Belmont State School will build on the successes of 2015 with an annual improvement plan focused on five core principles and overlapping areas in 2016: **Reading, Pedagogy, Curriculum, Engagement and Wellbeing.**

With high expectations, our aim at Belmont State School is clear and simple – to provide the best quality education and to ensure that every student is given every opportunity to be and do the best they can – during their time at Belmont State School and beyond.

Our school at a glance

School Profile

Coeducational or single sex: **Coeducational**

Independent Public School: **Yes**

Year levels offered in 2015: **Prep Year to Year 6**

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	863	394	469	10	96%
2014	901	393	508	9	98%
2015	896	401	495	11	97%

Student counts are based on the Census (August) enrolment collection.

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

In 2015, there were no students enrolled in a Pre-Prep program.*

*Pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school (http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html).

Characteristics of the student body:

Belmont State School is privileged to be a multicultural school with students coming from European, Asian, South African and New Zealand backgrounds. Our school caters for a range of socio-economic circumstances, with many of our students coming from families who are making contributions to society through their qualifications and or business background.

Our school is also able to support a range of learners to achieve their educational outcomes. This range includes students with a disability, students needing additional learning support and those students who are academically very capable. Our non-English speaking students are supported by our English as an Additional Language or Dialect (EALD) program.

Average class sizes

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3	24	23	24
Year 4 – Year 7 Primary	25	28	27
Year 7 Secondary – Year 10			
Year 11 – Year 12			

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2013	2014*	2015**
Short Suspensions - 1 to 5 days	2	8	16
Long Suspensions - 6 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

**From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

Curriculum delivery

Our approach to curriculum delivery

- Differentiated classroom programs to meet the needs of all learners
- Enrichment program with links with local secondary schools
- Strong emphasis on the Arts with a range of visual art, music and performing arts programs provided
- Comprehensive incursion, excursion and camp programs offered

Extra curricula activities

- Playground Rangers (buddy support for Prep students)
- Performing Arts Program including: Instrumental Music lessons as well as three levels of String Ensembles, Full String Orchestra and a large Concert Band; Choral program (Year 3 and Year 4 Choir, Senior Choir, Belmont Boys Vocals and Belmont Harmonies); Friday Music Tech Club
- Stars on Stage
- Instrumental Music camps
- Inter and intra school sports programs and carnivals
- Supporting student sporting pathways – at district, regional and state levels
- WOW storytelling (lunchtimes)
- Waste Warriors
- Games Club (lunchtimes)
- Science Club
- Mathematics Team Challenge
- ICAS competitions

How Information and Communication Technologies are used to improve learning

Belmont State School recognises the importance of ICTs (Information Communication and Technologies) within a modern school curriculum. Interactive whiteboards have been installed in every classroom to assist, support and promote teaching and learning. A refurbished computer lab comprises of 30 workstations and is able to further assist in the delivery of ICTs for whole class situations. Further, all classrooms are provided with a small bank of desktop and/or laptop computers, with an increasing focus on mobile devices. A renewal program to ensure all computers are no more than five years old and have a warranty continued to be actioned. Planning for the establishment of a school wide wireless network was a significant priority in 2015.

Social Climate

The behaviour of the students at Belmont State School is excellent and is an aspect the school community prides itself on. The whole school Responsible Behaviour Plan for Students recognises and celebrates positive behaviour whilst also providing consistent and fair discipline strategies. This is guided by the use of Positive Behaviour for Lerning (PBL) program – formerly known as School Wide Positive Behaviour Support (or SWPBS).

Parent, student and staff satisfaction with the school

Performance measure			
Percentage of parent/caregivers who agree# that:	2013	2014	2015
their child is getting a good education at school (S2016)	100%	91%	95%
this is a good school (S2035)	100%	95%	95%
their child likes being at this school (S2001)	100%	98%	100%
their child feels safe at this school (S2002)	100%	99%	99%
their child's learning needs are being met at this school (S2003)	100%	89%	91%
their child is making good progress at this school (S2004)	100%	90%	91%
teachers at this school expect their child to do his or her best (S2005)	100%	97%	95%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	100%	89%	90%
teachers at this school motivate their child to learn (S2007)	93%	90%	92%
teachers at this school treat students fairly (S2008)	90%	90%	95%
they can talk to their child's teachers about their concerns (S2009)	97%	92%	96%
this school works with them to support their child's learning (S2010)	97%	87%	91%
this school takes parents' opinions seriously (S2011)	96%	82%	87%
student behaviour is well managed at this school (S2012)	96%	94%	96%
this school looks for ways to improve (S2013)	100%	94%	94%
this school is well maintained (S2014)	97%	95%	96%

Performance measure			
Percentage of students who agree# that:	2013	2014	2015
they are getting a good education at school (S2048)	98%	94%	99%
they like being at their school (S2036)	96%	91%	95%
they feel safe at their school (S2037)	96%	92%	99%
their teachers motivate them to learn (S2038)	97%	96%	95%
their teachers expect them to do their best (S2039)	97%	99%	98%
their teachers provide them with useful feedback about their school work (S2040)	95%	94%	94%
teachers treat students fairly at their school (S2041)	93%	80%	88%
they can talk to their teachers about their concerns (S2042)	92%	85%	87%
their school takes students' opinions seriously (S2043)	87%	84%	90%
student behaviour is well managed at their school (S2044)	86%	86%	91%
their school looks for ways to improve (S2045)	96%	93%	96%

Performance measure			
Percentage of students who agree[#] that:	2013	2014	2015
their school is well maintained (S2046)	93%	94%	96%
their school gives them opportunities to do interesting things (S2047)	94%	88%	91%

Performance measure			
Percentage of school staff who agree[#] that:	2013	2014	2015
they enjoy working at their school (S2069)	96%	96%	98%
they feel that their school is a safe place in which to work (S2070)	100%	96%	98%
they receive useful feedback about their work at their school (S2071)	93%	89%	98%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	97%	85%	94%
students are encouraged to do their best at their school (S2072)	100%	100%	98%
students are treated fairly at their school (S2073)	100%	98%	98%
student behaviour is well managed at their school (S2074)	100%	95%	96%
staff are well supported at their school (S2075)	89%	87%	98%
their school takes staff opinions seriously (S2076)	88%	87%	98%
their school looks for ways to improve (S2077)	96%	97%	98%
their school is well maintained (S2078)	100%	94%	98%
their school gives them opportunities to do interesting things (S2079)	91%	88%	98%

# 'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.
DW = Data withheld to ensure confidentiality.

Parent and Community Engagement

Belmont State School holds the partnerships between school, home and the community in very high regard. Parents and carers have numerous opportunities to be involved in various aspects of their child's education and the school community. Our school values community members and provides opportunities for their participation in our school.

Parents are invited to celebrate student learning by attending class celebrations of learning, Prom Concerts, the annual Art Exhibition Evening and Student of the Week award presentations at weekly assemblies.

In 2015, a number of parent and community engagement initiatives were introduced and/or continued. These included a series of early phase learning parent workshops providing literacy and numeracy information and strategies to improve student learning outcomes, a Grandparents' Day which saw grandparents sharing stories and learning alongside students in classrooms, Prep and Year 1 Pyjama Nights highlighting the importance of parents reading to children, and the "Walking School Bus" morning promoting the message of 'healthy kids are active kids' as part of Walk Safely to School Day. Families continue to provide homestays to Japanese students from Education Queensland International's study tour.

Many of our parents help out in classrooms on a regular basis, including participation in the school's music program and assisting in the library. The Ready Readers, a program where parents and volunteers provide individual reading practice for students, has been extended to a whole-of-school Student Support Volunteer Program, with community volunteers providing regular literacy and numeracy support in classrooms.

Our school is well supported by the Parents and Citizens Association (P&C) which makes significant contributions to the school through decision making and fundraising, and they actively promote parental involvement in our school.

Parent/teacher conferences are made available twice per year, in terms one and three, when student progress and learning is shared and discussed. Written reports are issued at the end of terms two and four.

Reducing the school's environmental footprint

Data in this area is important and the school seeks to be environmentally responsible and proactive. Staff and students are conscious of the need to turn off lights, computers, air conditioners and other electrical items when not required or when they leave the classroom for an extended period of time. Solar panels across the school feed back into the electricity grid. Irrigation of the school oval has been reduced to a minimum and additional oval maintenance such as aeration is routinely carried out.

Our school is supported by our P&C in the area of looking after our school grounds. The Waste Warriors program has seen an increase in knowledge and the amount of recycling in the school. Students play an integral role in this program.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2012-2013	267,930	3,567
2013-2014	281,896	6,315
2014-2015	291,326	9,424

*The consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool by each school. The data provides an indication of the consumption trend in each of the utility categories which impact on the school's environmental footprint.

Our staff profile

Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	60	30	<5
Full-time equivalents	53	19	<5

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	5
Advanced Diploma	0
Bachelor Degree	44
Graduate Diploma etc.**	9
Masters	2
Doctorate	0
Total	**60**
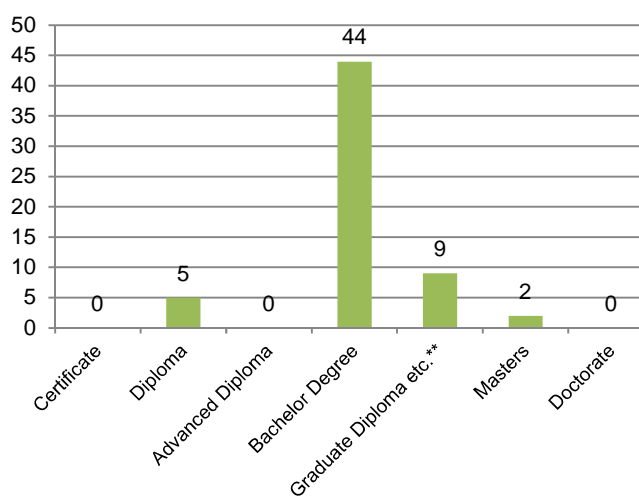
*Teaching staff includes School Leaders
**Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2015 were $25,462.

The major professional development initiatives are as follows:

- Focus on knowledge and skills to realise our Explict Improvement Agenda – Reading – including the development and release of the Belmont State School "Reading Framework"

- Understanding, implementing and contextualising the Australian Curriculum with a focus on student engagement and "adapt" rather than "adopt" for "Curriculum into the Classroom" materials

- Coaching Program and feedback

- Data Analysis and use

- Professional Learning Communities and student improvement

- A strong and clear focus on Wellbeing, including the introduction of the KidsMatter Framework and the continuation of the Positive Behaviour for Learning (PBL) program – formerly School Wide Positive Behaviour Support (SWPBS)

- First Aid/CPR Training

- Anaphylaxis and Asthma Training

- Asbestos Awareness

- Code of Conduct and Student Protection Training

The proportion of the teaching staff involved in professional development activities during 2015 was 100%.

Average staff attendance	2013	2014	2015
Staff attendance for permanent and temporary staff and school leaders.	97%	96%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 98% of staff was retained by the school for the entire 2015 school year.

School income broken down by funding source

School income broken down by funding source is available via the *My School* website at http://www.myschool.edu.au/.

To access our income details, click on the *My School* link above. You will then be taken to the *My School* website with the following **'Find a school' text box.**

Find a school

School name	**GO**

Suburb, town or postcode

Sector:

☑ Government

☑ Non-government

SEARCH

Where it says **'School name'**, type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by

clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School financial information is available by selecting **'School finances'** in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

Performance of our students

Key student outcomes

Student attendance	2013	2014	2015
The overall attendance rate for the students at this school (shown as a percentage).	94%	95%	95%
The attendance rate for Indigenous students at this school (shown as a percentage).	94%	94%	93%

The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

The overall attendance rate in 2015 for all Queensland Primary schools was 93%.

### Student attendance rate for each year level (shown as a percentage)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013	94%	93%	93%	95%	94%	95%	95%	95%					
2014	95%	95%	94%	95%	95%	94%	95%	95%					
2015	95%	95%	95%	95%	94%	94%	94%						

*From 2013, the methodology used for calculating attendance rates effectively counts attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

DW = Data withheld to ensure confidentiality.

Student attendance distribution

The proportions of students by attendance range.
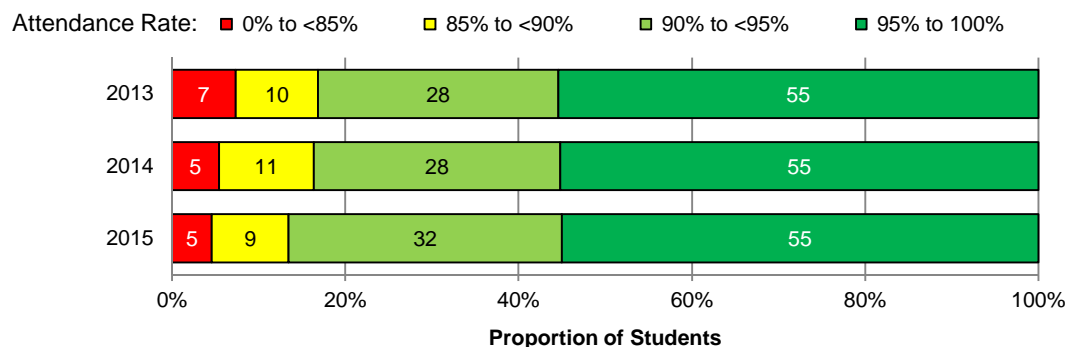
Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.

At Belmont State School class rolls are marked twice daily, by 9:00am and immediately after second break at 2:00pm. When students are going to be absent from school for more than three days we request that parents notify the school in writing. For daily absences parents are requested to phone the student absentee line or register the absence by email, a link is available on the school website, to explain their child's absence.

If students are away for more than three consecutive days without notification, our school office will contact parents to ascertain students' whereabouts and safety.

National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7, and 9.

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 are available via the My School website at http://www.myschool.edu.au/.

To access our NAPLAN results, click on the My School link above. You will then be taken to the My School website with the following **'Find a school' text box.**

Find a school

| School name | | **GO** |

| Suburb, town or postcode |

Sector:

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SEARCH

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School NAPLAN information is available by selecting **'NAPLAN'** in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

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